

# AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, MO., NOVEMBER 9, 1889.

No. 11.

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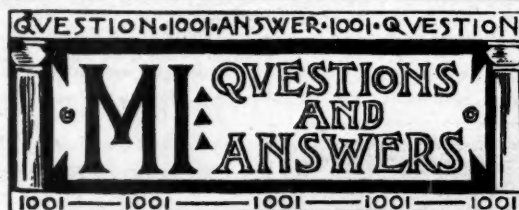
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No. 11.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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OUR correspondent elaborates extensively on the efficient work and popularity of Prof. and Mrs. J. M. Inglis of the Southern Normal University at Carbondale, Dr. E. L. Hurd, President of Blackburn University, Carlinville, Ill., and scores of others who by vocal and instrumental music, art and speech made these sessions of the Southern Illinois Teachers' Association attractive, famous and interesting—but we do not publish a mammoth daily; and, very much to our regret, we are obliged to abridge the report somewhat.

The several pages of the AMERICAN JOURNAL OF EDUCATION devoted to the addresses delivered on this occasion, by Mrs. Clara B. Way, of Nashville, Illinois, Prof. J. W. Henninger, Superintendent of Schools of Charleston, Prof. W. E. Barber, County Superintendent of Calhoun Co., Prof. David Carruthers of Chester, Illinois, and Dr. Robert Allyn, President of the Southern Normal University, Carbondale, Illinois, are as luminous as they are interesting. Certainly in the twenty-two years we have had the honor of conducting this JOURNAL, we have never filled and freighted its columns with matter of more interest or importance than these contributions from this meeting.

THE weaklings, who whine for "methods," seem to overlook the fact that there are over fifteen millions of text-books on "methods" published every year. Methods, too, which have stood the test of experience and experiment. If you want methods go to the text-books; if you want inspiration and strength—if you want a knowledge of the everlasting on-going, eternal influence and value of your work, read the AMERICAN JOURNAL OF EDUCATION; if you would have the people realize too, the importance and value of your work, circulate the AMERICAN JOURNAL OF EDUCATION among them; if you would secure proper and adequate compensation for your work, let those more directly and largely benefitted by your labor, know what you are doing. What do the tax payers care about methods. What they want, is results, and a proper knowledge of text-books will secure these results. We do not care to edit this JOURNAL with clippings from text-books on "methods."

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We cannot paint in colors too glowing the worth and wealth resulting from the work done in the common school.

THIS future of the common school is to be a *sunrise* instead of a *sunset*. Let this be to the teachers a perpetual consolation.

THERE is rising, in all the States, by virtue of the work of the common school, on the horizon, an ever widening space of azure sky.

FROM the light generated in the common school, proceed rays of intelligence, liberty, patriotism, probity and heroism. These grow a never dying progeny, in spite of all opposition.

THIS light the common school sheds on the path of the common people, shall increase in intensity and splendor until the whole nation shall be illuminated. It means culture for all, justice for all, equality before the law for all—for it shall teach the law to all, so that all shall know and obey the law.

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EACH age in working out the problems of life, works out its own prosperity, and so bequeaths a precious legacy of garnered life to its successors. Our teachers build on this a broader and a nobler life, thus enriching all the people.

#### THE HARRIS TESTIMONIAL.

"Still so rising  
That Christendom shall ever speak his virtue."  
—SHAK.

NOW, that Dr. Wm. T. Harris has been appointed United States Commissioner of Education, and has accepted the position and assumed the duties of the office, it may be well to republish a brief *resume* of the facts concerning the presentation of a magnificent gold medal and a letter of credit to him when he formally retired from the position of Superintendent of the St. Louis Public Schools, after a service of more than twenty-three years.

When it had been definitely ascertained that Dr. Harris would retire from this position, so long and so honorably held by him, a number of prominent citizens who had been cognizant of the value of the pre-eminent services rendered the city and the State by him, determined to give some formal recognition of these services.

Residents of other cities, hearing of these intentions, expressed a desire also to join in this testimonial.

Hon. John C. Orrick, from the committee, was delegated to make the presentation speech. He said:

"A committee of citizens of St. Louis, composed of Dr. W. G. Elliot, James E. Yeatman, Henry Hitchcock, Morris J. Lippman, Thomas Richeson, Charles F. Meyer, Samuel Cupples, James Richardson and myself, was appointed to suggest and have prepared some suitable testimonial to be presented to you on the occasion of your resignation as Superintendent of the St. Louis Public Schools, as a token of the high appreciation of many citizens of St. Louis of your eminent services in the cause of public education."

The medal was of pure gold, 24 carats fine, three inches in diameter, one quarter of an inch thick and twelve ounces in weight. The medal was designed by Prof. Carl Guthers of Washington University, and contained a beautiful allegorical representation of

"EDUCATION,"

and the names of such teachers and philosophers as Plato, Socrates, Aristotle, Pestalozzi, Hegel, Froebel, Arnold and Mann.

On the reverse side of the medal was a laurel wreath encircling an engraved inscription containing the following proclamation:

FROM CITIZENS OF ST. LOUIS TO  
WILLIAM T. HARRIS,

In grateful recognition of twenty-three years of faithful and distinguished service as teacher, principal, assistant superintendent and superintendent of St. Louis Public Schools.

1857—1880.

Mr. Orrick spoke further on the occasion as follows:

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You have given twenty-three years of your vigor and professional life to the cause of public education in St. Louis.

You have won recognition at home and abroad, not only as an educator and writer, but in the field of speculative thought. Your *Journal of Speculative Philosophy* has attracted widespread attention, and placed you side by side with the best thinkers of our time.

St. Louis is fortunate in numbering you among her citizens, and with deep regret parts with you as the custodian of her educational interests. We are aware that broader fields are open to you which invite your effort, but you will not, you cannot lose your identity with this city; your home will still be here. Many years, we hope, are yet before you, during which you may place the public under still greater obligation. St. Louis takes just pride in pointing to you—educator, scholar and philosopher—as one of the realized possibilities of this free West, in the Valley of the Mississippi."

THE AMERICAN JOURNAL OF EDUCATION said:

"It seems a right and proper thing to do—this recognition of the eminent services of Dr. Wm. T. Harris, on his retiring from the position of Superintendent of the Public Schools of St. Louis. Valuable and praiseworthy as these testimonials are, in and of themselves, the volume of autograph letters, and the cordial appreciative endorsement of Dr. Harris and his work which they contain, will ever remain

in the family a legacy of priceless value. Letters from statesmen, ministers, physicians, bankers, lawyers, manufacturers, merchants, railroad presidents—letters from leading citizens representing every great interest which the schools have benefited—these, after all, form a testimonial beyond price.

What other great city, what great state has thus voluntarily put itself on record by the action of its representative men, with so strong an endorsement of the value of the common school system, by honoring so conspicuously—as one letter enclosing a check to the committee from a gentleman from Maine, phrased it—"the man who has done more for the cause of universal education than any other living American?"

#### A RINGING APPEAL.

"Such an apprehension  
May turn the tide of fearful faction."  
—SHAK.

HON. JOHN H. FINE, Frank R. O'Neill, Prof. C. M. Woodward and Samuel Cupples, send out a ringing appeal to the people to enlarge, extend, and perfect the common school system of St. Louis—but truth and fact are not bounded by the city limits of St. Louis.

The necessity for the enlargement and extension of the common school system exists in all the States, and this argument is as good for Arkansas and Texas as for Maine and Florida.

These gentlemen say that:

"When the pitiable, accursed fate that awaits the unlettered child is contemplated—when it is remembered that he is barred for life from most of the blessings which are the rightful heritage of all of the people of this century—it seems as though there should be no necessity to urge good men and women to an active interest in the methods by which education is sustained and fostered."

There are six millions of people growing up in this condition outside of St. Louis, beside those inside.

"It will hardly be gainsaid by any intelligent man that the one condition more essential than any other to the perpetuity of Republican institutions is popular education. But while recognizing this fact, our people do not always appreciate the large degree of responsibility which a system of popular education places upon the individual voter.

In St. Louis the common school system has attained gigantic proportions, and has accomplished splendid results. But for many years while congratulating themselves upon the good work done, our public-spirited citizens have had occasion to blush for what has been left undone. From year to year they have been compelled to witness the inadequacy of existing provisions for the work in hand. They have seen the school room crowded to discomfort, and the daily demonstration that, toil they never so patiently, the



teachers could not give to all of the little ones the education they craved.

That is the situation to-day: and although the sum of over \$1,000,000 is annually devoted to public school work, and although the school property has been built up to the magnificent total value of more than \$5,000,000, the city is compelled to-day to confess its inability to afford to all of the school-going children the educational facilities essential to uniformly good results.

When such a precious—such a sacred interest is at stake—when such a vast property is to be managed and cared for—when such a princely revenue is to be disbursed, with a certainty that the greatest economy will not make it serve the entire purpose aimed at—will any St. Louisan fail to do on the fifth day of November the public service that this supreme occasion calls for? The duty of that hour is not onerous, but is of the gravest importance. It can be discharged by a ballot cast for men not only honest, but competent to manage the affairs of the School Board, economically and well.

It must not be assumed that the character of the board has nothing to do with the efficiency of the schools. It has everything to do with it. Aside from the necessity for good business managers, the school work calls for men who have the capacity and the will to select teachers and arrange the course of study as to insure the maximum of benefit to the individual child during the comparatively short period which constitutes the average school-going term."

THE point of attack on our common schools is frequently changed by those who are afraid of their great work and influence; but the better sense of the American people will stand by and support, defend and extend the common school until all the children are educated into the duties of American citizenship.

THERE can be no permanent prosperity if we are delinquent in the discharge of our duties. Justice is eternal and its demands cannot be put off. We must educate or we perish.

#### IT MUST BE MET.

"Unfold the evil which is here wrapped up."  
—SHAK.

WE must meet this growing illiteracy, either in its consequences, or in a more united and determined effort to remove it.

It is not confined to "the South," as many suppose. It is here in St. Louis, Chicago, San Francisco, Boston, New Orleans, New York, Portland, Oregon, and Portland, Maine. It is everywhere a growing menace, a dangerous element, beyond the power of "police regulations." It must be met by State and "National Aid." It is cheaper to educate than to punish; and the fact that "parsimony towards Education is liberality towards crime," is one well established.

Dickens picture of "youth depraved" is not at all overdrawn—

"They were a boy and a girl. Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility. Where graceful youth should have filled their features out, and touched them with its freshest tints, a stale and shriveled hand, like that of age, had pinched and twisted them, and pulled them into shreds. Where angels might have sat enthroned, devils lurked, and glared out menacing. No change, no degradation, no perversion of humanity, in any grade, through all the mysteries of wonderful creation, has monsters half so horrible and dread."

Redlaw shrunk, appalled, from what he heard.

"There is not one of these—not one—but sows a harvest that mankind must reap. From every seed of evil in this boy, a field of ruin is grown that shall be gathered in, and garnered up, and sown again in many places in the world, until regions are overspread with wickedness enough to raise the waters of another Deluge. Open and unpunished murder in a city's streets would be less guilty in its daily toleration, than one such spectacle as this."

This is why we want to put into the hands of the people these fifteen volumes of Dickens' works, with a copy of this JOURNAL.

This is why we urge teachers, everywhere, to be aflame with zeal and interest in their school work, to draw in and save and redeem such.

There is no work like this; no work that compares in importance to this work done by our teachers.

THE fifteen volumes of Dickens' complete works from new plates, made expressly for our edition, are bound in strong, flexible covers, light to handle, about 5 by 7½ inches. Order early. See page 14.

NEVER again will the four hundred thousand teachers of the United States have another such an opportunity as we now offer, to send them the complete works of Charles Dickens on such terms—sent to the remotest postoffice or hamlet in the United States, postpaid. See page 14.

#### AN AID TO EDUCATION.

"Great in act,  
As you have been in thought."  
—SHAK.

THE cablegram sent from Weisbaden by Mr. Joseph Pulitzer, the editor and proprietor of the *World*, on the occasion of the laying of the corner-stone of the new building which *The World* is to occupy, embodies the highest ideal ever yet announced for the conduct of a great newspaper. It ought to be read not only in every newspaper office, but in every school-house in the land.

Of course there was "profound silence" while it was being read.

That vicinity seldom hears or reads such a statement.

Horace Greeley, in founding *The Tribune*, might have had such an

ideal; he worked for it, and for years lived and wrote to realize it. Bennett of the *Herald* lived and died utterly oblivious of any such standard.

Raymond of the *Times* never dreamed of such a thing; although, when "Boss Tweed" and his "ring" had plundered the city of "millions of money," and then turned and asked the City of New York "What they were going to do about it?" *The Times* inaugurated the movement to answer the question in such a manner as to prepare the way for this declaration of Mr. Pulitzer. "The Sun," "The Evening Post," "The Express," "The Journal of Commerce," "The Commercial Advertiser," and a score of other lesser lights, must have heard and read this revelation with feelings akin to those experienced by John E. Feeks, when the live electric wire struck him near the office of *The World* the other day—though haply with less disastrous results.

Yes, this is a great ideal—and *The World* is appropriately named.

It is said that "when Col. Cockrill had finished the message there was long-continued applause. Col. Cockrill announced that the cablegram had been inscribed upon parchment and a copy would be placed in the box which was to go under the corner-stone. The cablegram was as follows:

"God grant that this structure be the enduring home of a newspaper forever unsatisfied with merely printing news—forever fighting every form of a wrong—forever independent—forever advancing in enlightenment and progress—forever wedded to truly Democratic ideas—forever aspiring to be a moral force—forever rising rising to a higher plane of perfection as a public institution.

God grant that *The World* may forever strive towards the highest ideals—be both a daily school-house and a daily forum—both a daily teacher and a daily tribune—an instrument of justice, a terror to crime, an aid to education, an exponent of true Americanism.

Let it ever be remembered that this edifice owes its existence to the public; that its architect is popular favor; that its moral corner-stone is love of Liberty and Justice; that its every stone comes from the people and represents public approval for public services rendered.

God forbid that the vast army following the standard of *The World* should in this or future generations ever find it faithless to those ideas and moral principles to which alone it owes its life and without which I would rather have it perish.  
JOSEPH PULITZER."

#### A DRAWBACK.

"It hath pleased the devil, drunkenness,  
To give place to the devil, wretched."  
—SHAK.

YES—here you have it again—"a drawback" forsooth! What a lesson this "drawback" would teach, if read in your school. You find it in Chapter seven of "Great Expectations."

"How do you spell Gargery, Joe?" I asked him with modest patronage.

"I don't spell it at all," said Joe.

"But supposing you did?" said Joe.

"Tho' I'm uncommon fond of reading too."

"Are you, Joe?"

"On-common. Give me," said Joe, "a good book, or a good newspaper, and sit me down afore a good fire, and I ask no better. Lord!" he continued, after rubbing his knees a little, "when you do come to a J and a O, and says you, 'Here, at last, is a J-O, Joe,' how interesting reading is!"

I derived from this, that Joe's education, like electricity, was yet in its infancy. Pursuing the subject, I inquired:

"Didn't you ever go to school, Joe, when you were as little as me?"

"No, Pip."

"Why didn't you ever go to school, Joe, when you were as little as me?"

"Well, Pip," said Joe, taking up the poker, and settling himself to his usual occupation when he was thoughtful, of slowly raking the fire between the lower bars: "I'll tell you. My father, Pip, he were given to drink, and when he were overtook with drink, he hammered away at my mother most unmerciful. It were almost the only hammering he did, indeed, 'cepting at myse f. And he hammered at me with a wigo only to be equalled by the wigo with which he didn't hammer at his anwil. You're a listening and understanding, Pip?"

"Yes, Joe."

"Consequence, my mother and me ran away from my father several times; and then my mother she'd go out to work, and she'd say: 'Joe,' she'd say, 'now, please God, you shall have some schooling, child,' and she'd put me to school. But my father were that good in his hart that he couldn't abear to be without us. So, he'd come with a most tremendous crowd and make such a row at the doors of the houses where we was, that they used to be obliged to have no more to do with us and to give us up to him. And then he took us home and hammered us. Which you see, Pip," said Joe, pausing in his meditative raking of the fire, and looking at me, "were a drawback on my learning."

See how easily, on page 14, you get this volume and the other fourteen, to read and re-read, and read again.

It takes only a little extra effort; perhaps none at all; if you only mention the matter to your friend, to secure these now.

OF what consequence to us is the history of the past, without the moral significance involved for the instruction of the present generation? Link your history and your geography lessons, every day, to the events of the present. These are a sequence to what has been done before, or what has not been done.

The work our teachers are to do, is to make America a queen—not a huckstress!

TIME is daily chiseling the couplets of wisdom on the adamant of the past in ineffaceable events, so that experience hath become a great pyramid, carved all over with the hieroglyphics of knowledge.



# ARKANSAS

EDITION

## American Journal of Education.

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S. M. MATHES, Little Rock..... } Editors.  
J. B. MERWIN..... }

ARKANSAS is prosperous. Her crops of cotton, corn, fruits and vegetables are abundant. The railroads take thousands of people there to settle every year. Her common school system is popular, and it is growing in power and influence all the time.

This great abundance and great prosperity of the people, should certainly result in better compensation for the teachers, not only in this, but in all the States, and in the lengthening of the school terms. Both are needed, and it can be done now. Let the teachers make an effort to bring the facts of the ability of the people to do this, to their knowledge everywhere in all the States by circulating the printed page among them.

### HERE'S ANOTHER PICTURE.

"We will draw the curtain  
And show you the picture."  
—SHAK.

LET the people who think we are spending too much money by the State government or the National government, for schools, read this sketch.

The danger, the criminal neglect, of six millions of illiterates, is not, cannot be overdrawn.

"This," pointing to

THE BOY,

"Is the last, completest illustration of a human creature, utterly bereft of such remembrances as you have yielded up. No softening memory of sorrow, wrong or trouble, enters here, because this wretched mortal from his birth has been abandoned to a worse condition than the beasts, and has, within his knowledge, no one contrast, no humanizing touch, to make a grain of such a memory spring up in his hardened breast. All within this desolate creature is barren wilderness. All within the man bereft of what you have resigned, is the same barren wilderness. Woe to such a man! Woe, tenfold, to the nation that shall count its monsters such as this, lying here by hundreds and by thousands!"

Scooge tried to say they were fine children, but the words choked themselves, rather than be parties to a lie of such enormous magnitude.

"They are Man's. And they cling to me, appealing from their fathers. This boy is Ignorance. This girl is Want. Beware of them both, and all of their degree, but most of all beware of this boy, for on his brow I see written that which is Doom, unless the writing be erased. Deny it!"

See chapter three "Christmas Carol."

Who can deny it? Yes, it is cheaper to educate than to punish.

We wish the Reading Circles would take up this volume and the other fifteen of Dickens' complete works and read them. Dickens always wrote for a purpose! and he should always be read for a purpose.

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It is offered at the extremely low price of One Dollar per year.

National Economist, Washington, D.C.  
11-22-17



PREST. NELSON B. HENRY.

"Now you are a leader."  
—SHAK.

WE have followed, with a growing and unabated interest, the career of this young man from a point in his life, here in Missouri, where, as he states, "having no money to pay a man for taking me over the St. Francois river, I waded across, so as to be able to attend a Teachers' Institute—which was to be held there—and after my clothes were dried, I engaged in a discussion with a distinguished gentleman present, on the subject of "total depravity," and thought I vanquished him."

Those who know him—know that he belongs to that growing number in

this country who, overcoming their so-called "environment," develop characters out of which heroes and heroines are made.

Among such men we find the brightest specimens and the chief benefactors of mankind. It is they that keep awake the finer parts of our souls; that give us better aims than power or pleasure, and withstand the temptation of office and of mammon in this world. They are the leaders—the vanguard in the march of mind—the intellectual pioneers reclaiming from the wilderness new territories for the thought and the activity of the people. Pity that from all their conquests, so rich in benefit to others, themselves should reap so little of honor for their work—but when such an one has made for themselves a place as a successful educator or worker in any honorable sphere, even early in life—when he or she has become a new and strong interpreter of life's problems to the young—when they train for a higher and purer style of citizenship, and all that is involved in this—then the secret of their success begins to be sought for, and it does all good to multiply these pictures and recognize and set forth their work. All are interested in these new saviors of society.

Prest. Henry was called from his position in the State University at Chapel Hill, North Carolina, to the Presidency of the



PUEBLO COLLEGIATE INSTITUTE, PUEBLO, COLORADO.

a position of great and growing importance from the central location of the city of Pueblo.

He had an opportunity, while in North Carolina, to see for himself what was needed, not only in that State, but in the whole country, to perfect and perpetuate our systems of education, in order that they may adequately train for the duties and responsibilities of American citizenship.—that while the young men and women are athirst for the advantages of this more adequate culture, the means at hand are almost wholly wanting as yet to properly equip and endow schools near at hand for the masses.

Realizing this fact, he began to cast about for a solution of this important problem. Trained, as he had been, politically and socially, in the strictest school of "State rights," and holding his convictions with the tenacity of a fundamental moral truth, he came to a careful, candid, irresistible conclusion that the

BLAIR BILL, appropriating \$77,000,000 for school purposes, was not only demanded, but that it was wise, just, patriotic and constitutional—that this was the proper way to dispose of the surplus. We present below a brief abstract of some of President Henry's views on this beneficent measure.



He says, that "in 1836, when there was a surplus in the treasury, Mr. Calhoun introduced a bill into the United States Senate proposing an amendment to the constitution, which would provide for the distribution of this surplus among the States "for the purposes of education and internal improvement." But, being convinced that an amendment to the constitution was not necessary, he not only supported the bill which provided by congressional enactment for the deposit of this surplus among the States, but in 1837 he championed the bill which provided for the extension of this loan, and in one of his speeches upon the bill said that under a wise administration the "loan" would never be called for. It is needless to say that, just as was originally intended, the loan has never been called for, nor will it ever be called for. Mr. Calhoun and President Jackson both claimed to be strict constructionists, and as such they are classed to-day, yet the one advocated, the other signed the bill making this distribution. But we are told, "This was a loan—quite a different thing from a donation."

If it really was a loan, the States still owe it, since it has never been paid; and the sincerity of any one in calling it a loan may be tested at once by asking if he is willing for the States to be called upon for the return of that deposit of more than \$28,000,000, nearly four hundred thousand of which was received by Missouri.

Though I have seen many men who claim that the surplus distributed in 1836 was loaned to the States, I have never yet seen a man who was willing that his State should be called upon for the return of the amount it received.

Will some one show the difference between a gift and a loan never to be returned? Between depositing surplus revenue with the several States with the understanding that it would never be called for, though it was called a loan, and giving surplus revenue to the States with the declaration that it is never to be returned? There is no difference, and no one would try to make it appear that there is any difference were it not for the fact that in the present instance the government proposes to say for what purpose the money shall be applied, and were it not for the additional fact that it is the object for which the donation is proposed, and not the donation itself which is objectionable.

In 1841, Congress again contributes to the treasury of individual States, and this time singles out as the preferred ones, Ohio, Indiana, Illinois, Alabama, Missouri, Mississippi, Louisiana, Arkansas, and Michigan, granting them over and above what each of them was entitled to by terms of their admission into the union, ten per cent. of the proceeds from the sale of public lands within their respective

borders. Is it not a wonder that North Carolina, South Carolina, Florida, Georgia, Virginia, Tennessee, Kentucky and other States, did not rise up with the argument used by some of our statesmen to-day who profess great love for the South, who avow their warmest sympathies for her in her heroic struggle to lift the clouds of ignorance which overshadow her, and who protest that though they cannot consent to a general appropriation to all the States for common school purposes, yet they would gladly consent to an appropriation for this purpose to the Southern States, were it not for the fact that such legislation is inconsistent with the spirit of our government—I say is it not a wonder that these States, through their representatives, did not rise up and say, "Gentlemen, this is class legislation, and we will have none of it." Some of these States, as Virginia and North Carolina, had ceded large tracts of land to the government, and they might well have claimed that if a per cent. of the sales of public lands was to be given to any States, themselves were the ones who ought to receive it."

MISS ANNA SISLER, one of the best teachers of Summit County, Colorado, and an old subscriber, writes as follows:

"I want to say that the magnificent Premium of Dickens' complete works, as a Premium with the AMERICAN JOURNAL OF EDUCATION, is an addition, the value of which no one can appreciate until they have received the books and read them.

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DICKENS—ah! how tender and touching, how graceful and real and dramatic, how humorous and comic, how exquisite and artistic, are his creations—fourteen hundred and twenty-five of these creations of his marvelous genius! Surely when you can secure all these and own them for a trifle, it seems strange that any teacher, preacher, lawyer, farmer, merchant, mechanic or any other person, should be without these fifteen volumes of his complete, unabridged works, which we can send you for a trifle, postpaid. See page 14.

"Stick to your business," is very good advice; but still there are a great many people in the world who have no regular and profitable business to stick to, and there are others who are following a line of business which is manifestly unsuited to them. Now, when such is the case you had better write to R. F. Johnson & Co., Richmond, Va., and see if they cannot give you a pointer. They have helped a great many men and women along the way to fortune, and now stand ready to assist you, too.

CONSEQUENCE follows upon consequence in quick succession when there are over six millions of people left to grope in the darkness and blindness of ignorance.



LET TEACHERS AND SCHOOL-OFFICERS

REMEMBER, THAT IN THE SCHOOL-ROOM

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

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**BEWARE OF IMITATIONS.**

We must train our pupils to go up beyond the letter, into the elevated region of principles, and in order to do this most effectively—we must lead the way thither.



# TEXAS EDITION American Journal of Education.

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W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MEERWIN..... }

## TEXAS.

HON. O. H. COOPER, State Superintendent of Texas, has sent out the following important circular to County Superintendents of the public schools of the State for action.

DEPARTMENT OF EDUCATION,  
Austin, Tex., Oct. 8, 1889.

To County Superintendents:

I send you, to-day, a circular to trustees, advising that steps be taken at once to procure the levy of a local school tax for the year 1890-91.

This tax should be voted now, so that the duties of the assessor may not be unduly increased by later levies.

May I ask that you urge this matter on the attention of your trustees and the patrons of the schools to the end that our schools may be made more satisfactory to the people and more beneficial to the children?

Yours very respectfully,  
OSCAR H. COOPER,  
State Supt. Public Instruction.

## TEXAS LEADS.

WHEN we returned from a visit to Texas, and published in this JOURNAL our impression of its vast resources, some of our friends suggested that we had both over-rated and over-stated the matter.

We said then—"the hand or brain had not yet been fashioned that could properly illustrate and elaborate on paper the wealth and power of this Empire."

A short time ago Texas was the third of the Southern States as regards the value of assessable property, Kentucky ranking first with \$318,000,000; Virginia second with \$308,000,000, and Texas following with \$304,000,000. Today Texas leads with \$681,000,000, while Kentucky follows with \$565,000,000 and Virginia with \$366,000,000. The enormous increase shown by Texas is part and parcel of the new wave of prosperity which has swept over the South and is due to the development of the many resources of which that State can boast: of its mines and smelters; its herds and flocks; its agricultural and manufacturing industries; and, more than all, to the large number of immigrants and to the influx of outside capital, which has developed its resources, as well as to

## THE RAILROADS

which have been so instrumental in aiding the growth of the largest State in the Union.

Taking the South as a whole, the general showing is quite favorable.

With an increase of population of less than 33 per cent., the increase in the assessed values of taxable property has increased nearly 74 per cent., while the increase in actual wealth is estimated at about \$3,000,000,000, or over 50 per cent. The railroad mileage and the value of manufactures produced, has more than doubled.

Of course all this means better schools, longer school terms, and a more liberal and adequate compensation to the teachers of the State.



## ON THE DUTY OF THE HIGH SCHOOL TO SUPPORT THE COLLEGE.

BY W. T. HARRIS, LL. D., UNITED STATES COMMISSIONER OF EDUCATION.

"Make us happy in your unity."

(Continued from last "Journal.")

Those whose eyes are trained in an other direction cannot and will not see the actual historical development of this phase of our civilization, and it is quite useless to look for profound students of politics or jurisprudence among men that lack classical training. No more would the specialist in snakes or turtles deserve the title of profound naturalist, if he had happened to neglect entirely the study of the embryology of those reptiles. A knowledge that takes in a vast treasury of facts, but knows not the relation of those facts so as to bring them into systems of genesis and evolution, does not deserve to be called profound. It is replete with information, but not with the most valuable part even of information. So the students of Latin and Greek whose memories contain all the rules and all the exceptions of the paradigms and of irregular forms, but lack a knowledge of the genesis or evolution of those forms, have yet to study those languages as truly disciplinary studies. Facts relating to the Latin language, relating as they do to the genesis of an important element in all modern facts, have, as we have shown, a potential disciplinary value. This disciplinary value does

not become real, however, until the relation of those facts to the modern facts derived from them is in some way seen, felt or acted upon. It can not be too carefully noticed that one fact differs from another in this potential disciplinary value, and that a knowledge of the German language or of the French language is not a knowledge of a language which belongs to the embryology of English-speaking peoples, and hence is not disciplinary in that particular respect; although it may be disciplinary in many general ways. The revelation of man to himself is certain to be found in the history of the race. He who will comprehend profound literature and art and philosophy must study their evolution by peoples with whom they are or were indigenous.

Besides primary knowledge obtained by an investigation of essential facts (called *Urphenomen* by Goethe), and the history of their development into the present facts, there is a secondary knowledge which deals altogether with immediate facts without their relations; or if it concerns itself with relations, takes them by hearsay and deals with them as dead results. It is obvious that a very little primary knowledge is worth more than a cargo of secondary knowledge. It is clear too, that a very scant knowledge of the classic languages may prove more fruitful in an energetic mind, disposed to draw inferences and see relations, than a vast store of erudition in those languages when piled up as so much lumber.

From this glance at the disciplinary or potential disciplinary value of classical study as a study of evolution, let us turn for one moment to the significance of mathematics as the general discipline for the whole field of the science of nature. All human experience, every sense-perception of man, every observation, every anticipation of perception by means of imagination, all images of fancy, are possible only through forms of space and time, and therefore are quantitative. Arithmetic, algebra, geometry, and the higher analysis, apply to any and all phases of nature. Mathematics gives us not the results of experience, but a far more potent knowledge, the knowledge of its necessary logical conditions—the conditions which it must assume in all phenomena.

Physics and chemistry, most general sciences of nature next after mathematics, are derivative or secondary, and apply mathematics to physical elements. Latin and Greek, and mathematics from the point of view here presented must be regarded as disciplinary studies in a more important sense than the other studies of the school. They furnish the insight into the genesis of modern civilization, and into the constitution of nature. But it does not follow from this that Latin, Greek, and mathematics, should

be the sole studies pursued during the period of preparation for college, or for years within the college itself.

I believe that the best course of study for any one pupil is the best for all others, so far as fundamental disciplines are concerned. The course of study for a pupil who is to attend school for one, two or three years; should be a section of the course for the pupil who is to take a complete course of higher education. In all cases the studies for the first three years of the pupil in school, (if he enters school at the age of six or seven years), should include writing, reading, arithmetic, pursued with text-books, and oral instruction in the elements of geography and natural history. For the next four or five years of the pupil's course, reading should be continued into the study of the various selections from the best English literature (found in the higher numbers of all series of school readers); penmanship, composition writing, the elements of industrial drawing to cultivate the hand and eye, the completion of arithmetic, the history of the United States, and a study of the essential features of the national constitution. English grammar, mathematical and political geography—studied with special reference to physical geography, several courses of oral lessons in natural science, covering its essential departments (astronomy, geology, plant life, animal life, races of men, meteorology, physics, so far as to explain the principles involved in the child's playthings and in the use of machines, together with the chemistry of common things).

After these things and beginning with the eighth or ninth year of the pupil's study, Latin and algebra should be commenced, and natural science should be pursued with a text-book (the text-book on physical geography, to be followed by the text-book on natural philosophy). General history should be commenced and the study of literature continued by the aid of a higher reader, containing selections of more elevated thought and ornate style.

The course of study preparatory for college omits for the most part those branches of study which bear the name of "moderns!" Modern civilization has developed three great increments and added them to the inherited wisdom of the race. These increments are: modern natural science, modern literature, universal history.

These three moderns had no well recognized existence in schools of higher education a century ago. A knowledge of them was not demanded or expected from the educated man, unless he was a specialist. The condition of things has changed so materially through the influence of the newspaper and periodical within the past fifty years, that no man can pass for educated without more or less minute ac-



quaintance with these three phases of modern activity. They have become recognized as conventionalities of intelligence. This is the all-sufficient reason for introducing the rudiments of these things into the most elementary schools, and for continuing their study in all grades of higher schools. Nothing can make up, for the student who shall receive a higher education, the deficit in his culture caused by a neglect of the mastery of the elements of the three "moderns" in early life. They ought to exist in his mind through the period of his primary education as well as in his secondary and higher education. Without these the disciplinary effect of classical study must necessarily be weakened through the want of modern facts to which the classic lore is related as embryonic presupposition.

If this be true, the modifications that have been made in the course of study pursued in college in recent times (in the last twenty years), are not based on a correct insight into the difficulty to be met. The directors of college education in this country have answered the objection which charges them with neglect of the three "modern" branches until the last two years of the college course, by raising the standard of admission sufficiently to cover the work of the first two years of the former college course, and thereupon it exhibits a programme in which the three moderns are represented throughout the college course either as "required" or "elective" studies. But they do not prescribe in their requirements for admission such competency in these "moderns" as our high schools furnish.

The question in dispute did not concern the length of time to be devoted to higher education, but the early introduction of the moderns into the course of study. If four years of preparation and two years of college work, or six years in all, were devoted to the exclusive study of the classics and mathematics, with an almost entire neglect of moderns, it would not remove the ground of complaint; if these six years should be relegated entirely to the preparatory school, there would still be six years of neglect of the moderns. In order to meet the difficulty discussed here, the college should have changed the conditions required for admission, and thus have compelled the preparatory school to introduce the moderns in a proper manner side by side with the classical studies. This would compel all secondary education to adopt the present high school course of study. Of course, the elevation of the standard of the college can be justified on its own grounds. It obliterates the mischievous distinction that existed between standards of American and English colleges. But this is not so important as the readjustment demanded of the college in order to bring it into harmony with primary education found-

ed on a true appreciation of the demand of modern studies in education.

As is usual in the discussion of political and social reforms, the parties to the dispute are biased, each, with bringing forward his own partisan view of the case. There is little that is judicial and impartial, going to the root of the question and confirming and establishing what is of permanent worth on either side. The advocates of the "moderns" wish to dispense entirely with classical study, while the defenders of the college system refuse to yield place for the "moderns."

In the colleges of the Northwestern States, led by the State Universities, there has been some substantial progress made towards a modification that will recognize the received high school course of study as a preparation. But such modification only makes these colleges a separate phase of education, differing more and more widely from the standard college of the Atlantic States.

To reach the high standard of admission required by Eastern colleges, the public high school ought to add two years to its course. This would make the course of study in the common school systems fourteen years instead of twelve as at present, and is impracticable. The average of the high school graduate at present being eighteen and a half years, it would manifestly be unwise to demand six years instead of four years to complete his college course. The colleges that have raised their standards of admission, therefore, have done much to widen the breach between high school and college education.

In the signs of the times I do not discover much promise of reform of this state of things on the part of the management of colleges. Even the cloud "no bigger than a man's hand," in the Northwest, does not indicate so much a true appreciation of the necessity of moderns in primary and secondary education as it indicates a wise insight into that desirability of connecting the college with the public school as it is. It surrenders its convictions in behalf of the old regime, and lowers its standard in order to adapt itself to unpropitious circumstances. In better times it hopes a reform in the public school that will devote more attention to the classics and mathematics at the expense of the "moderns." Meanwhile, the influence of the college is felt in the building up of preparatory courses within the high school, fastening upon the public school system a recognition of the necessity of private, separate and distinct secondary education in order to fit for a college education.

One must turn to the teachers of public high schools and to superintendents of public instruction for the adoption of the only means of relief. Unusual efforts must be made on the part of public high schools to induce their pupils to complete their

education in colleges. The personal influence of the teachers, in one year's time, will avail to double the number of high school graduates who seek a college training. The greater maturity of mind which comes from a well-balanced preparatory course, will furnish a prevailing argument in favor of a more symmetrical system. Within a few years, when the colleges have come to derive a large majority of their pupils from public high schools, this question will receive its due consideration for reasons of private interest, if for no other. The numerical strength of high school graduates, who have subsequently received a college education, will assist in the solution of this question.

But no solution will be more than a make-shift, if it does not secure the recognition of "moderns" as an essential portion of the courses of study in all elementary and preparatory schools, and a like recognition of the necessity of classic study in all secondary and higher education.

In the "moderns" one finds the expression of his present civilization; in the classics its embryonic forms and evolution.

After the presentation of these special discussions of the elements of our problem, we now draw the following conclusions:

1. If the universities and colleges of the country shall more and more depend on special preparatory schools for their students, then it will follow that college graduates are less likely to be in sympathy with the system of common schools.

2. If the high school teachers on the other hand continue to be lukewarm toward college education, and perhaps go so far as to discourage their pupils from entering college after completing the high school course, it will follow that the men of amplest directive power, the leaders in literature and the moulders of public opinion, especially on the subject of education, will not be furnished by the common school system.

It will follow, too, that the numbers who resort to college will not increase in proportion to our population.

These dangers, in brief, I hold in this paper, may be averted by earnest endeavor on the part of high school teachers and the superintendents of city schools to influence high school pupils to present themselves in large numbers for admission to colleges. Extra efforts will double and treble the high school quota in college, even under the present disadvantages of the course of study. This first step being taken, it will become possible then to secure the desirable changes in the higher course of study.

READ what is said about the flexible covers and bindings of the fifteen volumes of Dickens' complete works. See page 14.

It is said that Alcibiades gave an instructor a severe cuff for boasting he had never read Homer! How fortunate for some of us that this Alcibiades lived, and died, sometime ago.

MICHAEL ANGELO said: "When I read Homer I look at myself to see if I am not twenty feet in height."

THACKERAY said of Dickens: "Have not you, have not I, have not all of us, reason to be thankful for what he has conferred upon us, upon our children, upon people educated and uneducated, upon the myriads who speak our common tongue? Dickens who has brought so much pleasure and sweet laughter to so many homes, made such multitudes happy, endowed us with such a sweet store of gracious, kindly, thoughts, fair and wonderful fancies, soft sympathies, hearty enjoyments."

There are creations of Dickens which seem to me to rank as personal benefits; figures so delightful that one feels happier and better for knowing them, as one does for being brought into the society of good men and women. *Thankfully* I take my share of the feast of love and kindness which this gentle, generous, charitable, great soul has contributed to the happiness of the world. I take and *enjoy* my share and say, a benediction for the meal."

THESE teachers who read and who put these fifteen volumes of Charles Dickens' complete works into the homes of the people, or keep them accessible to the pupils and their friends, do a vast amount of good in the way of counteracting the tendency to vicious reading, or the reading of cheap, demoralizing literature. This set is for "the million," and the million seem bound to have it. See page 14.

THE conception the poet has formed of his mission is not more sublime than sincere.

The poet in a golden clime was born,  
With golden stars above,  
Dowered with the hate of Hate, the scorn of Scorn,  
The love of Love.

It is his to sow the world broadcast with seed of truth, winging them and heading them with the flame of his burning words.

Thus truth was multiplied on truth, the world  
Like one great garden show'd,  
And thro' the wreaths of floating dark up-curl'd,  
Rare sunrise flowed.

By the use of our "Aids to School Discipline" teachers will soon double the attendance of pupils. These Aids will interest pupils and parents alike, in the work done in the school-room—they will prevent tardiness and absence.

Those who have used them, and so thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.



# ILLINOIS

EDITION

## American Journal of Education.

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J. B. MERWIN..... }

THE real teacher—every touch he lays is eternal; every thought he conceives is beautiful; his hand moves always in radiance of blessing; from day to day his life enlarges in power and peace; it passes away cloudlessly, the starry twilight remaining luminous arched far against the night.

THE enlargement of the mind of the whole people by the inbreaking of the light of intelligence—this is at once the work and the result of the establishment of the common school. It will be maintained and enlarged in all the States.

No the common school is not yet perfect; but when was the tare an excuse for refusing the corn?

THE elect persevere.

RADIANT and luminous is the light of intelligence—but darkness and despair comes from ignorance and illiteracy.

YES—this edition of Dickens' complete works—fifteen volumes sent postpaid—is for "the million," and the million seem determined to secure it, too, while it can be had on the terms we offer it. See page 14.

WHAT an influence our teachers exert to counteract the tendency to vicious reading, by putting these fifteen volumes of Chas. Dickens' complete works into the hands of their pupils, and into the homes of the people. Some of them order two and three sets sent at a time.

YES—it is a fact, that it is easy to carp at and to criticize our common schools. The enemies of the system will do enough of that; but we must bear in mind that the multitude of children is so great that all must be taught in large classes, with a minimum of personal contact between teacher and pupil, and a maximum of what is called—(in spite of the best we can do, until we have more money)—"machine work."

This difficulty is increased by the exceedingly brief average time that the majority of the pupils are able to attend school—actually at present less than sixty days, for three consecutive years.

Certainly we need the Blair Bill with its \$77,000,000 appropriation—both to increase the length of the school terms in all the States and to properly compensate our teachers.

Land has been appropriated, worth from a dollar and a quarter an acre to

five dollars an acre; and if it is proper and necessary to appropriate land, why is it improper to appropriate money—the proceeds of the land?

It seems to be easier for some of these politicians to put a "camel through the eye of a needle" than to be consistent; but the people understand them and their teaching, and relegate them to the shades of private life speedily.

### ILLINOIS.

"The books \* \* \*

That show, contain and nourish all the world."  
—SHAK.

ONE of the leading educators of Illinois writes us, thanking us for helping the teachers and the people to secure a complete set of Charles Dickens' Works on the terms proposed on page 14, in strong, flexible binding. He says:

"Thomas Buckle, though wealthy, is said to have wanted the books for his library in cheap binding. He liked books for use, best, in pamphlet form. He wrote the "History of Civilization" of six or seven of the leading European countries. To achieve this, he must have books, must read them, must make notes of their contents, and weigh the authors. With this high purpose why should he care for the binding or the dress in which the ideas of the man were found? It was *men* and their *ideas* that Buckle was weighing. He did not care for *dress*, or *tinse*, or *show*.

You do well to emphasize your splendid offer of a complete set of Dickens' Works with the AMERICAN JOURNAL OF EDUCATION.

I send you \$5.00 for extra copies of the JOURNAL for circulation, and for your set of Dickens in flexible binding. Yours, W. J.

Other subscriptions and orders for Dickens will follow at once."

### WISCONSIN.

"He was wont to speak plain and to the purpose,  
Like an honest man."  
—SHAK.

"A Wisconsin Pastor" endorses strongly the flexible binding of our complete set of Dickens' Works in a wise way. He says with astonishment—but we know with reverence, "THE DICKENS!"

"Has it come to this?" Was our exclamation on hearing of the offer to furnish fifteen volumes of that English classic series of the Works of Charles Dickens, including the AMERICAN JOURNAL OF EDUCATION one year, all for \$2.00, postpaid. And now that the books have come to hand, the surprise is still greater. The type of this new edition is clear, paper good, and the flexible cover ornamental, with a fine cut of the author.

Allow us, as a household, to thank you for the—we may say "gift!"

By the way, come to think of it, flexible covers are an advantage in books of this kind.

1. They are lighter than board covers. This really means a good deal when holding a book in the hand at the proper angle for the eye. Books should not be read lying flat on a table. But to hold up a heavy book by the hour is tiresome. Then, if you wish to mail the book to some friend, after reading it, so they can enjoy it, one does not have to pay extra postage on heavy board covers.

Again, if going on a journey it is handy to have such a book as one of these Dickens' series in the pocket. If the cover is flexible, the book is not only light, but it conforms to the person—does not cause the pocket to bulge.

Apropos of reading on the train—what unconscionable trash the news-boy hands you as compared with these standards of Dickens. I had not before thought of the fact that if one takes along one of these, he will escape being bored by the peddler of dime novels and vicious literature.

2. Still another point as to the cover being flexible; it is again to the advantage of the eye. For reflection from the white surface of the page, whether of book or newspaper, is an injury to the sight. But when reading with the flexible cover, one rolls the opposite page back out of sight leaving the minimum of reflecting surface visible. I do not know how many readers ever thought of this, but it is a very important item. The coming books, except those for the library of reference, will largely have flexible covers.

May you have great success in thus aiding to circulate a pure and wholesome literature, in place of the pernicious trash which now prevails to so large an extent among the young people.

A WISCONSIN PASTOR.

### GENIUS.

"That unbodied figure of the thought  
That gave't surmised shape."  
—SHAK.

GENIUS is the power of hard thinking. The two simple words which Newton employed to explain his own greatness, are "attent thought." The faculty of which we now speak, and which our country more largely possessed, is an aggregate in which imagination, intelligence and sentiment, are equally elevated and exactly combined. It is a soul whose glance penetrates exalted ideas, and whose skill can embody them in marble, in brass, in speech and in writing; communicating to each offspring of the intellect a power from the heart, which in turn hurls it all living into the hearts of others.

Genius is the most beautiful endowment, and the most indomitable force possessed by mankind; one can

despoil men of rank or of fortune—but genius is invulnerable. It is the greatest among finite powers; an intuition vast and subtle to perceive the relations that unite all gradations of being; a limpid lake wherein God and the universe are reflected with as much brilliancy of tint as splendor of light. When employed by those who are richly endowed, it is the faculty of rendering ideas visible to those who are not blessed with native vision to discover for themselves; it makes thought palpable in bold imagery, and imbues it with a power to touch, enlighten and subjugate, analagous to what one experiences when love comes to seize our attention and command our will.

In the ideals which genius creates, we meet with no dry mechanism, but an organic nature throbbing with the highest pulsations of life. Its offspring emanate from the inmost depth of the soul, and unfold with wondrous charms peculiar to each, like works fresh from the hand of God.

Every mind endowed with high creative power, is a mystery standing by itself, a flower from Paradise, redolent of fragrance and perpetually blossoming with original charms, but forever unmingled with others and unexplained. Who can ever mistake the spirit of beauty that hovers over Raphael's pictures? and who can analyze its power? Who has not been moved by the intellectual breath, the inner charm of soul, that reigns in Shakespearean creations? and yet who can define the influence which compels us to shudder or shout when we contemplate their features and feel their touch?

We believe that genius is taste in its greatest perfection, formed by long practice on the best models, and so disciplined as to create excellence with spontaneous ease. Sophocles, speaking of his great predecessor in the tragic art, said very happily: "Æschylus does what is right without knowing it."

Let us remember that the mind grows by what it feeds on; it becomes invigorated and fashioned, both by its aliment and exercise. Every original thought, and every genuine utterance impart to a speaker new force of will and increased felicity of speech. The more one's mind shapes excellence to itself and bodies it forth in efforts to promote noble ends, the more is its native capacity to create substantiated and its happy power of execution increased.

Our passions are the most potent artists; they surround themselves with fit occasions, assimilate to themselves appropriate materials, and, when wisely disciplined in a sphere commensurate with their ability, they people the void of longing hearts with beautiful forms, and store the kingdom of thought with imagery, familiar or fantastic, radiant and divine, suited to every class and every theme.





### You and I Know all this TO BE TRUE.

OUR tax-payers and school officers, too, understand now, that good *Black-boards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors shall provide these necessary articles.



### You and I, and the School Officers too, know all the above TO BE TRUE.

Why not then have action  
TAKEN AT ONCE,  
To secure these tools to work with  
in your school-room?

#### INDIAN EDUCATION.

THE CHEROKEES.  
"The beautiful scarf—  
Veiling an Indian beauty."—SHAK.

E. C. BOUDINOT, JR., at present the Delegate in Congress for the Cherokee Nation, in a late interview on general matters relating to the progress that the people are making in all lines of improvement toward civilization, said:

"I fear the number of people who have a correct idea of the Cherokees, are very small. We are rapidly advancing in many things. Our government is modeled after that of the States, having three departments—executive, legislative and judicial. We have a Supreme Court and Circuit Courts, and try all cases in the English language. We have 25,000 citizens, of whom 18,000 are Cherokees. We have three times that many in population, many living with us under permits, but who are not voters. We have 103 common schools, 2 high schools and an orphan asylum.

We teach English exclusively in our schools, using English books only, and furnishing them free to all pupils.

Whenever a neighborhood can give an attendance of fifteen children, we establish a school for it. So rapidly are the Cherokees learning English, that I do not believe there are fifty school children who do not speak it. We recognize the fact, that we will some day have to be citizens of a State, and are preparing accordingly. All over the territory the Indians are improving, and the next generation will be fully able to cope with the whites.

We recognize that

WE MUST EDUCATE,  
and we are doing it as rapidly as possible.

The Cherokees and Arapahoes are still in a wild state, but are very anxious to follow our example and learn the ways of civilization.

I am of the opinion, that if the people of the United States would learn and respect our rights, and get a correct idea of the progress we are making, they would not only respect our rights, but extend their sympathies and assistance to us in our endeavors to become as they are."

In another part of the interview, Mr. Boudinot said, speaking of the prospective selling of their land to the United States:

"The Cherokees are anxiously waiting the appearance of the Commission appointed to treat with them. We want to hear the proposition the Government will make to us. We wish the Commissioners to come among us and see us as we are.

Our territory, without the Strip, comprises a little less than 5,000,000 acres. The Strip contains about 6,000,000 acres. If a vote were taken upon the question of selling the Strip, I think there would be two to one against it. I am in favor of putting the whole matter before the people, and getting their opinion, then following it. The principal objectors to making the sale are the full-bloods—though some half-breeds (among them Chief Mayes) are of the same opinion.

We have the greatest confidence in the justice of the United States Courts and in our title to the land, and do not think the courts would uphold the forfeiture of it. We believe our land cannot be taken without our consent, and Judge Parker has expressed a like opinion.

We regretted to see the opening of Oklahoma, viewing it as an entering wedge, and fearing that we will be dragged into Statehood before we are prepared for it. I have confidence in the American sentiment of fairness, and believe in time we will have no reason to complain in this respect."

Delegate Boudinot only expresses the true state of feeling among his people—as our previous information received from teachers engaged in the schools among them for several years past has been in the same line—and this interview only the more surely confirms it J. B.

#### SOUTHERN ILL. TEACHERS' ASSOCIATION.

(Proceedings Continued.)

THE Committee on Nominations made their report recommending the election of Prof. Taylor C. Clendenen, of Cairo, for President; J. F. Parkinson, of Carbondale, for first Vice-President; for second Vice-President, Miss Hanna, of Flora; for Recording Secretary, Miss Clara B. Stephenson, of Cairo; for Corresponding Secretary, County Superintendent C. P. White, of Carmi; for Treasurer, Mrs. W. T. Sumner, of Mt. Vernon; for Executive Committee, Miss Julia A. McNeille, of Mound City, Prof. C. H. Kammann, of Mascoutah, and Co. Superintendent J. H. Lane, of McLeansboro, and Mrs. P. A. Taylor, County Superintendent, Cairo, and Miss C. A. Anderson, of the Faculty of Normal University, Carbondale, were elected Financial Secretaries. Nominations were then in order for the place of holding the next meeting.

Dr. John Washburn presented the claims of Mount Vernon in a neat little speech, and Supt. White presented Carmi in such forcible terms, that on the vote being taken, Carmi stood 68, Mount Vernon, 34—two to one in favor of Carmi, and on motion of Dr. Washburn, Carmi, was unanimously chosen, and the delegates from White County were made happy.

Dr. John Washburn, President of Ewing College, presented as his subject "The Training of Teachers." In opening Dr. Washburn apologized for any short-comings his hearers might discover in the presentation of his subject; said there were different divisions in the different departments of the Training of Teachers; then classifying these, he named as chief, the moral training and conduct, and concluded his twenty minutes address by a grand exordium on the great responsibility of training teachers rightly, naming many of the qualities that constitute the perfect teacher. He was listened to with the greatest attention by the younger teachers present, as his long years of experience entitles his utterances to the most thoughtful consideration.

The next paper presented, Subject, "Normal Schools, Should They Restrict Their Work to Training Teachers for Skillful Instruction in the Common Branches of an English Education," by Hon. W. E. Barber, Superintendent Schools, Calhoun County, Illinois.

#### CLOSING SESSION.

At near 2 o'clock, President Hood called the meeting to order to hear the reports of the Committee on Resolutions, and the Auditing Committee. While waiting for these, he introduced Miss Maude Miller of Villa Ridge, who gave the audience a rich treat by a brilliant piano solo.

The Committee on Resolutions, through their chairman, Prof. Parkinson, submitted their report, thanking the citizens of Cairo, for kindness of reception, the railroads and hotels for reductions of fare, and endorsing recent educational legislation. Other resolutions were included, but as we were not favored with a copy, we can only give the sentiment expressed in a general way, and all endorsed by us as eminently fitting the occasion of closing of the Ninth Annual Meeting of the Southern Illinois Teachers' Association.

The Auditing Committee reported, showing that there were ample funds, that all bills had been paid, and a surplus left in the treasury to carry forward the work until the meeting at Carmi, in 1890. The meeting was one of the most successful held since the organization of the Association, showing the largest enrollment of membership. The meeting adjourned to meet on the excursion boat "Three States," that plies to points in Missouri and Kentucky.

At 4 o'clock the steamer landed at the dock and a merry crowd were soon on board. Among them, we noted his Honor Mayor Halliday, the first to greet, the last to speed the departing guests of the city. The Board of Education came on board in a body, as did many of the leading citizens, the representatives of the city press were there. The Juvenile Band very early took their places, and enlivened the arrival of excursionists with sweetest strains. The leading members of the Board of Trade, under whose auspices the excursion was given, were there. The city teachers headed by the new President-elect, City Superintendent Clendenen, were there in force, to say "good-bye to their departing associates, as they left to take their places at the head of their schools and classes. In a word all were there that could be there. The retiring President, Hood, as the boat left the wharf, took his place at the most commanding point of observation with Mayor Halliday, eager to discover if he could some reminders of '81 and the years of the War. He found that old "Miss-

issippi the Father of Waters," had dropped his "lip," picked up his "mouth" and carried it two miles further down the Ohio, where the two mouths were fraternally kissing each other on their meeting after their long journeys—one away from the Allegheny Mountains, the other, the "Old Father" away from Northern Minnesota's utmost bounds. The excursionists landed at Bissell's Point, on the Missouri shore, then the "Three States" rounded to and headed down the Mississippi to Wickliffe Landing on the Kentucky shore. Then heading up the stream, passing Cairo, going under the new bridge of the Illinois Central Railroad ninety feet high, the boat bore away up the Ohio to Mound City, seven miles away, reaching there just in the haze of the evening, where the excursionists from that city disembarked, the boat rounding to and returning to Cairo, arriving shortly after 8 o'clock, the excursion occupying four hours, giving unalloyed enjoyment to the entertained and entertainers, the excursionists making their adieu, with promises to meet next year, at Carmi, again to renew experiences after another year's toil of teaching have passed.

The river excursion was the crowning pleasure of the week that had been a continued pleasure, from the time the city reception committees had met the members at the trains and assigned them their quarters, until this finale and successful close of the Association.

#### Shall the Normal Schools of the State be Restricted to Preparing Teachers in the Common Branches Only?

BY HON. W. E. BARBER, SUPERINTENDENT SCHOOLS, CALHOUN CO., ILL.

THIS question is best answered by examining into the origin and purposes of such schools.

The first step in the origin may be said to have been in the recognition of the need of more thorough preparation or training on the part of teachers for their work.

The committee of fifteen appointed to memorialize the legislature in regard to the Southern Illinois Normal University, voices this need as follows:

"The necessity of well-trained, thoroughly taught teachers, need not be argued or dwelt upon at length. One good teacher, thoroughly qualified for his great work; knowing what to teach and how; and drilled in the best methods of educating, will accomplish more than a dozen with a low or average grade of qualification. It is a recognized fact that we can only expect such teachers when we have schools specially adapted to their training. The drill is not more necessary to the soldier; nor the medical school, the hospital and the dissecting room, to the physician, than are normal schools to the supply of the country with teachers such as the times demand. \* \* \* \* The experience of all enlightened and civilized communities has demonstrated the expediency and economy of appropriating the means necessary to establish and maintain a sufficient number of normal schools to supply the demand for teachers. Those exceptional cases, of which we have spoken, with a high order of native endowment, will make much better teachers, and the standard and average of teaching ability, efficiency and success will be immensely elevated by normal education."

The first step taken in our State for the accomplishment of this object was about 1833, in the formation of "The Ladies' Association for the Education of Females." The avowed object of this organization was "to encourage and assist young ladies to qualify themselves for teachers;" and it was able in this way to aid over 1,200 persons.

The first educational convention, held at Vandalia, in 1833, gave atten-



tion to the important subject of the qualifications of teachers. We may follow the growth of this idea of normal training and the right and duty of the people in the matter of educating teachers for the public schools, through the recommendation of the second educational convention, the proposition for the establishment of county seminaries by the Hon. Wm. Gatewood in 1835, the opening of a teachers' seminary in Waverly in 1837, by Rev. John Brooks, and again in Springfield in 1840.

Passing on, we notice the proposition by Mr. Wright proprietor of the *Prairie Farmer*, to establish a teachers' seminary and appoint a superintendent; and later, in 1846, how earnestly George Bunson urged the founding of normal schools.

Still later, in 1852, we find the Industrial League moving in the same direction, and asking that so much of the Seminary Fund as should be necessary, be appropriated for the endowment of a Normal School which should educate a full supply of teachers for the common schools.

The State Teachers' Institute, organized in 1853, was composed of men directly interested in education; and especially in public school affairs. At the meeting in Springfield, in 1855, they declared themselves for the interests of the common schools and training schools. Through such gradations we may follow the idea of normal schools to its realization in our two splendid institutions. In all we find

THE COMMON SCHOOLS, and the need of competent teachers for them, the pre-eminent thought.

Then comes the question, What is the object and purpose which the founders of normal schools had in view during the years intervening between their first advocacy of the plan and its final accomplishment?

The answer is, I think, to give such training to teachers as would elevate and improve the common schools and increase their efficiency.

Let us see what is said by the committee appointed to visit normal and high schools in the New England States:

"The exclusive objects of Normal Schools are, and should be, to train teachers, both theoretically and practically, to the complicated and responsible duties of their profession."

"\* \* \* Our Normal University—the Northern—should not be required to take this step (the teaching of the branches taught in the schools), but will be compelled to do so by reason of the defective superficial teachings of our primary schools."

"Again, the second step in normal training is to acquaint the pupil with those eternal laws and principles which must ever regulate and guide the development of the human faculties, whether of body, mind, or soul."

"The third step is that indicated above, namely: To give practical skill by actual service, under instruction, in the school of practice, or model school."

This much as to its duties.

Next let us see what is said as to its scope. The normal school should not be expected "to afford a very complete course of study in the natural sciences: it should, however, teach the elements of those branches according to true methods, so that its pupils may become qualified to teach others in turn."

You will remember that "the complaint was made that our Normal University" was compelled to do certain work "by reason of the defective superficial teaching of our primary schools."

Now what is the cause of defective superficial training in any school? Mainly, I think, in attempting to do more than can be well done in the allotted time. Is not this equally true in normal schools, and will not the proposed restriction diminish this danger? I find it urged as a reason for the founding of a second Normal University, that "when an institu-

tion of this kind has reached a membership of 1,000, it has about touched the limit of effective work." It is well known that this number limit has long since been passed. What remedy for this evil offers itself? Shall we go on multiplying institutions of this kind until the people of the State find their educational bills so oppressive that they will call a halt? Or shall we try another plan—enlarge the course of study, increase the working force, and add to the buildings, until the same result is reached, with the added charge of having done superfluous and superficial work? Would it not be better to require all candidates for admission to the benefits of normal training, to prove their familiarity with the branches they expect to teach, and then teach them the *how*? By this means, it seems to me, we would insure greater maturity in those turned out as teachers, shorten the term required for graduation, and keep the membership within more reasonable bounds.

Then, again, "Those eternal principles and laws which must ever regulate and guide the development of the human faculties, whether of body, mind or soul," must, I think, be pretty much the same in all the grades of teaching. Then let our normal schools give thorough training in these laws, going as far as the limits of the common branches, and if the pupils, thus trained, have not mistaken their vocation, the rest will come with application, study and experience.

Our colleges and universities are always able to supply themselves with men whose experience has made them fit for the positions they are called to fill. It is the common school that must have ready-made teachers furnished to order.

Now let us look at this mission of the common schools: It is to educate the masses—all the people. To take the children of the rich and the poor, the great and the humble, the good and the vicious, and give them such mental and moral training as shall fit them for the duties of life. But the common school no more intends, nor is it able, to give a finished education in all the higher branches, than does the Manual Training School to turn out finished workmen in any of the trades included in its course. And as there are places in which the young man desiring to be a carpenter or machinist may acquire a complete knowledge and training in his chosen work, so there are schools and colleges, in which the ambitious student of the common schools may be taught to the finish in all or any of the branches not included in their course of study.

In closing, I will state a few general propositions, and the conclusion, in my judgment, to be drawn from them:

The normal school was called into existence by the needs of the common schools, and was created to minister to those needs.

The common schools (I use the name in the usual sense) are for the education of the masses, and are supported by the people as a whole.

The great majority of the people not only do not need, but have not time to acquire more than is afforded by the common schools.

To those whose ambition or means enables them to go higher, there are schools for that purpose open.

Training—thorough training in the common branches and the elements of the natural sciences, as it should be done in our Normal Universities—includes training in and mastery of the science of teaching.

Extending the jurisdiction of these Universities increases the outlay necessary to maintain them, and does not add to their general power to do the good they were intended to do, but only gives greater benefits to the few at the expense of the many.

These things being true—and I think they are—it is certainly advisable to restrict the normal schools to the work for which they were created.

## REMOVAL OF THE SCHOOL FROM POLITICAL INFLUENCES.

BY PROF. DAVID CARRUTHERS, OF CHESTER, ILL.

"Verily, I speak it in the freedom of my knowledge." —SHAK.

MR. PRESIDENT, LADIES AND GENTLEMEN:

THE public school was established in our land as a safeguard against the disrupting influence of ignorance. No people can be free and at the same time ignorant, for ignorance and freedom are incompatible. Only an intelligent and enlightened people can be free and transmit that freedom untarnished to posterity.

It is a self-evident truth, that the freedom of a nation is in proportion to its educational advantages.

We have but to look about us in this great sisterhood of States to see this verified. In localities where educational advantages are few and the plant of enlightenment is dwarfed, we find the engines of oppression most powerful. Where the school is kept five months in the year, and the teacher is selected not for his fitness for this very important position—for qualifications are not to be allowed to enter the contest; but for this most potent of all reasons he must be a relative of some member of the board. This same member of the board wields his political whip so effectively that the county superintendent finds it to his interest to grant a certificate. No wonder that Egyptian darkness reigns in that locality, for the very ends for which the public school was instituted have been subverted.

The public school, where properly conducted, stands as a high tower from whose summit the beacon light of intelligence shines forth shedding its benign influence over all.

But in that locality, where the teacher is so chosen, its high tower has been razed, its banners have been trailed in the dust, its life-blood drawn by the political vampire.

This is no idle fancy, for this is the condition of hundreds of the school districts of Illinois; and Illinois is no exception, for I have reason to believe that a worse condition of affairs exists in the surrounding States.

Only at the last school election in the great commonwealth of Arkansas, in order to carry out some political end, they resorted to a dastardly and foul murder. No wonder that Ku-Klux, and Bald Knobbers, and White Caps are abroad in the land. For this condition of things is the very soil in which they grow most prolific. It is the nest of scorpions that will sting to death our great national safeguard; unless something is done, and that done speedily to rid the school of this political blight.

What shall be done? How shall it be done? and when shall it be done, and where? The mountain system of Political Influence is before us. It reaches from horizon to horizon. Its heights are apparently insurmountable, for they reach through the darkened paths of ignorance and vice, which threaten all who make the attempt, to overcome the difficulties that beset the broad road of enlightenment, with their avalanches of political trickery.

Shall we make the attempt? Have we the courage necessary to overcome the difficulties of the enterprise? If we but move forward, the mountains of political corruption rise higher and appear more precipitous. If we stand where we are, Political Influence, swollen by bigotry, ignorance and crime, will encroach upon the already narrowed fields of intelligence and learning, and will ultimately destroy every hope of success.

Any mind placed under restraint is dwarfed to the full extent of that restraint.

Let us go a step further. The public school is the mold in which the public

mind is cast. Therefore, any restraint placed upon the public school, dwarfs the mind of the public in proportion as that restraint is exercised. Dwarfing the intellect means a dwarfing of National policies and morals; for it is a well-known fact, that public measures must conform to public opinion.

It matters not in what State that the public school is brought under political influence, or by what party that influence is exercised, just so surely will that State lose its prestige among the States of the Nation. And the loss will be in proportion to the violence with which that influence is exerted.

On the public mind one great truth cannot be too deeply impressed—that the stability of the government of the United States, and of each State composing the Union, rests upon the efficiency of the public school.

Teachers, to you it belongs to redeem the public school from its political thralldom. The work is indeed great, and the laborers should not be weak and unfit for the task; for the powers that have lain dormant so long have become greatly weakened.

But delay will not make us stronger. We must begin to act now! We must begin to exert an influence on politics through the public school. The school must be made to control politics, and not politics the school.

To do this I would instill into the minds of the pupils the right manner of living.

I would teach them the price and blessings of liberty.

I would teach them the cost and curses of oppression.

I would teach them that liberty is endangered every time a single individual of the millions is oppressed.

I would teach them that liberty can only be maintained by the most careful exercising of that liberty given us.

I would teach them that he who caters to political influence, is a demagogue, and that a demagogue is the most contemptible creature that the Giver of light ever permitted the sun to shine upon.

I would teach them that he who, to further some political end, goes into the slums and mixes with the scum of society; goes into the grog-shop, and there lays down his money to gain the vote of the inebriate imbecile—is a thing too contemptible to be countenanced in decent society.

I would teach them that he who comes to them and asks them to vote for some measure, simply because it is a measure of some party with which he is affiliated, or to do so as a personal favor at the expense of the public good, is a man to be shunned, and one who is wholly unworthy of American citizenship.

I would teach them too look with horror upon any attempt to take away from the people the least of their liberties—no matter whether the person be white or black, whose liberties are encroached upon.

I would teach them to revere the founders and the defenders of their country, and that their actions are worthy of their emulation.

I would teach them that an educated and refined, God-fearing and God-loving people, are the only safeguard to the public school, and through the public school the only safeguard to American Liberty.

I would teach them that the public school is the nursery of free thought; that it is the nursery of independence of action; that it is the field in which every germ of our liberty is brought to maturity; that on the efficiency of the public school depends the life of the nation.

I would teach them that whatever party caters to a party or sect of people, who wish to take away from the public school any of its rights or privileges—that that party strikes a blow at the life of the nation—and that it is their bounden duty to oppose that party and to consign its leaders to



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overlasting retirement; and that he who is not willing to stand up for and vindicate the public school, is not worthy to be an American.

By the inculcating of these principles, along with many others, I would remove the public school from the influence of politics and make politics subservient to the school.

## A TALK ON OUR ENGLISH LITERATURE.

BY DR. ROBERT ALLYN, PRESIDENT OF THE SOUTHERN NORMAL UNIVERSITY, CARBONDALE, ILL.

"Well read in poetry"

And other books."

-SMAR.

HORACE says that many brave men lived before Achilles, and many fair women before Helen; but they had no poet, and therefore are forgotten. That is, there was no history or memory of them, because there was no literature.

The world has always been doing heroic deeds and producing beautiful and useful lives; but all sank into oblivion because they failed to find a poet or a historian or a writer of books to preserve their fame.

A nation or an age, in order to be held in the everlasting memory of mankind, must have been able to perform noble deeds. It must have had an ancestry behind it strong of body, filled with love of truth, and inspired by an undying ambition to do and dare all for justice and right. It must, further, have the idea of its connection with all the infinities of power, wisdom and love, and must realize the presence of these as certainly as it feels the earth beneath its feet, or the wind and rain in its atmosphere, or the sky and light in the regions above its head. And then it will also need an ability to give much of its time to reflection and meditation on such ideas and have leisure to put the results of such studies into words chosen for their sweetness and arranged in such order as shall produce agreeable emotions in those who hear or read them.

Here are, as we may say, three necessities, which we may put into an alliterative form, and declare that a nation, in order to produce a literature, must have Race, Religion and Riches—the three R's of national literary life, as we have the three R's of intellectual or educational life.

If now we turn our attention to our English history and literature, we find them specially connected and associated together in very remarkable periods. We shall only suggest some of these and merely hint at their dates and their characteristics.

The first may be from about, or a little before, the time of the venerable Bede, including the great Anglo-Saxon king Alfred, down to the Norman conquest, 600-1066.

In this time there were wars with the Danes, the Saxons from Germany, and with all the tribes in England itself.

Christianity, during this period, was making its conquests of a turbulent and very energetic people. They were learning to love fair play and right, and to care less for life and its comforts than for truth and its duties. And in the very midst of battles with foreigners and with nature, and indeed with each other, they were learning those grand ideas of fidelity to duty and right, which were to make England and Englishmen and English literature so renowned in after

ages as to elicit the highest encomiums from the stolid German Schiller and the mercurial Frenchman Taine.

The religion of Christian love and sacrifice was then taking root and giving shelter to all the virtues, and was infusing into the national character that supreme devotion to earnest living which, for a thousand years and more, has made the English people so mighty in the world's history both of deeds and thought.

For our present purpose, however, this period of nearly five hundred years may be passed over with a single remark—that it really formed the mould in which almost all of our English ideas have been cast; making our literature singularly loyal to religion and duty, and filling all our words with an odor of the sweetest truthfulness and tenderness for woman and child, such as the thought of no other people has ever exhaled.

We might pause to contrast it with both the Greek and the Latin, the German and the Spanish, the Italian and French, and we should find it, in the comparison, singularly rich and noble. But time forbids.

The next period extends from the Conquest, 1066, to a little beyond the time of Chaucer, say 1450—about another 400 years. It was an age still of civil warfare and of battles on the continent to maintain the rights of a race of kings who had emigrated to England. But in literature it was a time of translation and importation of words and thoughts. Half of Chaucer is translation with indeed great additions and variations, adaptations to climate and scenery, but most especially of all the insertion of our English ideas of home and reverence for woman and child.

"The daisy," says one of its poets, "is the type of the true and pure wife, with its heart of gold and its silver crown of innocence."

In this period of war and continental diplomacy, the modern English language was really formed; but it was not polished nor perfected. Here came in the elaborate poetry with the six, seven and eight and ten syllabled lines in stanzas of eight and nine lines—the Spenserian and Italian used by Byron, as the latest author who handled it with power and elegance, as Chaucer and Edmund Spenser were the first. The attempt to bring these to perfect melody, led to great polish, and introduced a study and practice of art highly conducive to progress.

The next period in our English literature is not so distinctly marked; but it may, for our present purpose, be roughly said, to extend from Chaucer, or a little later, to near Elizabeth, say from 1450 to 1550—and it will include the times of that remarkable commercial enterprise and discovery which gave the New World to be peopled and subdued.

Perhaps the only literary event of consequence to be named in aid of our present purpose, is the translation of the Hebrew Bible. This, indeed, was not properly finished till later under James I. But the invention of movable types for printing and the great value set by the people on the religion of Christianity, led the Church to desire to have the Word of God in the language of the common people. Hence Wiclif, Tyndale, Cranmer, and the Bishops and others, set about translating the Bible; and in a little less than a hundred and fifty years there grew up a book—a translation in fact of a foreign thought—which is properly called the English Bible, which, it is safe to say, is more thoroughly and distinctively an English book than any other book ever written. It is an Anglo-Saxon English literature in itself, and is above all others the one wholly and characteristically English book of the whole language and literature.

The next period is usually called the most original and glorious period of our language—the age of the great Elizabeth. Then there were wars in Holland, in France, with Spain, on

the sea, and everywhere. The great Spanish Armada was destroyed, and little England began her proud career of mistress of the high seas. Then dramatic literature flourished and modern physical research began. This is the most brilliant constellation of literary stars in the heavens of any age. I do not hesitate to say, that with Bacon, Spenser and Shakespeare, and a hundred others, no age or nation—not the Greece of Pericles and Plato—can equal the glory of that period of noble English thought and writing.

During this period England was making the history of the world, or, more properly, was contending with Spain for the right to make history, and her thoughtful earnest thinkers and writers were filling her language with a literature which can never die, any more than force can perish. It may change from one form to another, from rhymed poetry to drama, from drama to prose, as in Bacon and Hooker, to Milton, to Smollett, and a little later to Hume, to Jonson, Goldsmith and the Augustan age of Anne.

And then we have a later age of Wordsworth and Carlyle, DeQuincey, Tennyson, and a wonderful "Milky Way" of novelists and poets whom no man can number, and whose glory it is to write a simpler construction and a higher thought, with more of science and virtue and love, of purity and truth and duty.

And let it be emphasized that our literature has never been divorced from our noble history—has in fact been coincident at all times with our greatest energies and activities in defending ourselves against a hostile climate, an array of unpropitious circumstance, or aggressive nations in arms. And as we have triumphed over all, our poets and our historians have written and sung in the noblest strains, because they had for subjects about which to write.

"Fair women and brave men," whose deeds no words could too highly praise.

At this point the lecturer changed the plan, and asked a few questions of persons in the Association, interspersing remarks of his own, comments on authors mentioned by those whose names had been called.

Miss Anderson had spoken of Wordsworth and Longfellow as authors who are special favorites. It was said that Wordsworth is particularly the poet of women and children. Some of his descriptions of women were quoted, and his poem of "Lucy" was read and compared with Longfellow's poem on the fiftieth birthday of Agassiz, which at first is thought to be almost a plagiarism, until one examines and finds how much sweeter and more gentle is Wordsworth in his description of "Lucy"—how loftier and grander and more far reaching are the thoughts of Longfellow on Agassiz—worthy, indeed, of the great man about whom he wrote, and who learned those thoughts of God that range throughout the universe.

Prof. Heninger called up Webster and Shakespeare, of whom it was said that the first has the noblest, most concise, compact style, carrying the most weighty thought in the best of our good English common words, more than any writer or speaker in the language; and the other of whom uses the most abundant and appropriate vocabulary of any author, perhaps, in all the languages of the world—making each character, from the beggar and clown to the king and the courtier—from the washerwoman to the queen—to speak, as on the day of Pentecost, each in the words of the station in which he was born and bred—words always singularly appropriate to each individual character and indiosyncrasy.

It was recommended, as a good exercise for students wanting to understand the power of English and to acquire a good style, to read Webster,

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the eruptive diseases peculiar to children nothing else is so effective as this medicine, while its agreeable flavor makes it easy to administer.

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"In May last, my youngest child, fourteen months old, began to have sores gather on its head and body. We applied various simple remedies without avail. The sores increased in number and discharged copiously. A physician was called, but the sores continued to multiply until in a few months they nearly covered the child's head and body. At last we began the use of Ayer's Sarsaparilla. In a few days a marked change for the better was manifest. The sores assumed a more healthy condition, the discharges were gradually diminished, and finally ceased altogether. The child is livelier, its skin is fresher, and its appetite better than we have observed for months."—Frank M. Griffin, Long Point, Texas.

"The formula of Ayer's Sarsaparilla presents, for chronic diseases of almost every kind, the best remedy known to the medical world."—D. M. Wilson, M. D., Wiggs, Arkansas.

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and to learn by heart one of his orations—the first, at Bunker Hill; or one of Edward Everett's, who is much more elegant and graceful, but still full of pith and point.

Dr. Washburn stated that he perhaps enjoyed the reading of John Bunyan more than any other author. And it was remarked that Bunyan's style was probably more exclusively formed by a study of the English Bible than any other author who ever lived. Bunyan, in prison, had scarcely any other book or person for reading or companionship besides the Bible and his own thoughts. He read that book, and in its language and imagery, almost literally, he wrote his own states of inner consciousness as they are those of most human beings, and they are expressed in such simple language that a thoughtful child or an aged and learned philosopher cannot avoid understanding them. They are truly in what may be called universal English.

Ruskin was also alluded to as one who has caught, as scarcely another has, the spirit of the English soul—a reverent love for and loyalty to duty. He insists that true freedom is not license but lawful restraint. The O of Glotto was made indeed by what is called a "free hand," yet that hand must be held as in a vise, and made to go in the exact path of the master's thought. It must not wobble or swerve up or down to right or left, but go where it is bid by the will. It is free to go only there and not to stray or wander.

"Type of the wise who soar but never roam,—True to the kindred points of heaven and home."



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G. D. ALEXANDER, Minden, La. ] Editors.  
J. B. MERWIN ..... ]

THE following preamble and resolution, as introduced by Col. D. F. Boyd, were unanimously passed by the Louisiana Educational Association lately held at Ruston, La.

"Whereas, The education of the people is now universally acknowledged to be of vital importance to the public welfare, and especially necessary for the perpetuity of Republican principles, and for the preservation of the Union;

"Therefore, Be it Resolved, by the Louisiana Educational Association, that the honorable, the Senate and the House of Representatives in Congress, be respectfully requested to consider the propriety and expediency of establishing a cabinet office to be known and designated as *"The Secretaryship of Education"*, with such authority, powers and prerogatives, as in their wisdom may be deemed proper."

D. F. B.

## DOLLARS.

"Inquire, and so will I,  
Where money is." —SHAK.

AFTER the ladies had withdrawn from the dinner table, Martin Chuzzlewit, in chapter 16th, tells how the gentlemen used the spittoons, and that the conversation could be "summed up in one word—dollars!"

"All their cares, hopes, joys, affections, virtues and associations, seemed to be melted down into dollars.

Whatever the chance contributions that fell into the slow cauldron of their talk, they made the gruel thick and slab with dollars.

Men were weighed by their dollars, measures gauged by their dollars; life was auctioneered, appraised, put up, and knocked down for its dollars.

The next respectable thing to dollars was any venture having their attainment for its end.

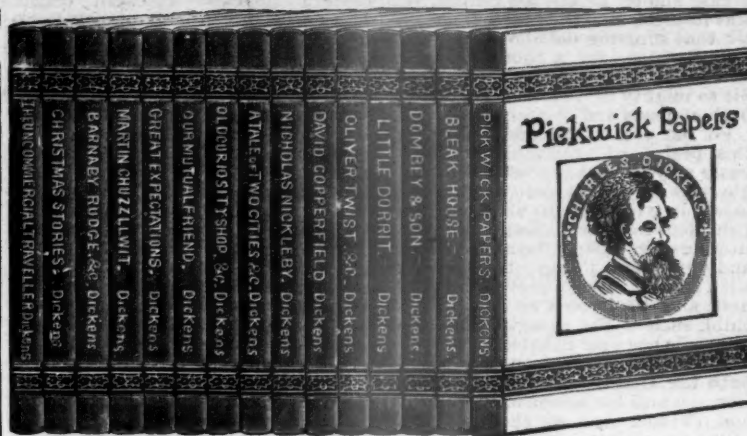
The more of that worthless ballast—honor and fair dealing—which any man cast overboard from the ship of his good name and good intent, the more ample stowage room he had for dollars.

Make commerce one huge lie and mighty theft. Deface the banner of the nation for an idle rag; pollute it star by star; and cut out stripe by stripe as from the arm of a degraded soldier. Do anything for dollars. What is a flag to them?"

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schools have not yet attained perfection in their administration and results, yet, on the whole, our common school system is surprisingly well adapted to its purpose and singularly well directed.

LET us, in our teaching, look rather to the quality all the time more than to the quantity.

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YOU see things can be overdone, and "Blimbers great hot-house" was literally snuffed out and closed up by this expose of Dickens—as it ought to have been (see chapter 11 of "Dombey & Son"). How when "young Toots began to have whiskers, he left off having brains!"

Well, you ought to read the whole of this volume and the other fourteen volumes too.

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In fact, Dr. Blimber's establishment was a great hot-house, in which there was a forcing apparatus incessantly at work. All the boys blew before their time.

Mental green peas were produced at Christmas, and intellectual asparagus all the year round.

Mathematical gooseberries (very sour ones too) were common at untimely seasons, and from mere sprouts of bushes under Dr. Blimber's cultivation.

Every description of Greek and Latin vegetable was got off the driest twigs of boys, under the frostiest circumstances. Nature was of no consequence at all. No matter what a young gentleman was intended to bear Doctor Blimber made him bear to pattern somehow or other.

This was all very pleasant and ingenious, but this system of forcing was attended with its usual disadvantages. There was not the right taste about the premature productions, and they didn't keep well. Moreover, one young gentleman, with a swollen nose and an excessively large head (the oldest of the ten, who had "gonethrough" everything,) suddenly left off blowing one day and remained in the establishment a mere stalk. And people did say that the Doctor had rather overdone it with young Toots, and that when he began to have whiskers he left off having brains."

The Century for November will bring a new revelation to the people of the South. President Lincoln prepared the following resolution for action by his Cabinet and the Senate and the House of Representatives:

Resolved, By the Senate and House of Representatives of the United States assembled, that the President of the United States is hereby empowered, in his discretion, to pay four hundred millions of dollars to the States of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia, in the manner and on the conditions following.

Here follow the conditions. We cannot know too much of the life and services of such a man,



# MISSISSIPPI

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W. C. ROATEN, Jackson, ..... } Editors.  
J. B. MERWIN, St. Louis, ..... }

THE winter term of our public schools is now open, and, from indications, the attendance throughout the country will be larger than usual. People seem to be taking more interest in the public schools than heretofore. This is right, because a majority of the children must get their education at these schools.

In many places Normal trained teachers have been employed, and are giving perfect satisfaction so far as possible. But there are not enough of these teachers to meet the demand. Wherever the true Normal teacher is given a fair trial, success is almost certain, and the people will not employ an untrained teacher if they can avoid it.

BUT there is another "aching void" in our school system. It seems that the State is not able—the authorities think so at least—to run the school longer than four months in the year.

The salaries paid to teachers now are so low that they will not bear any more contracting, so we suppose the people will have to content themselves with short terms till our lawmakers decide to raise more money for the school fund and thus lengthen the public term.

The law of the State permits incorporated towns of 750 or more inhabitants, to levy a tax sufficient to run the schools three months, in addition to the regular term of four months; but it appears that not a great many of the towns are taking advantage of this provision. But if all towns should levy such a tax, the great mass of the children most in need of aid would not be placed in a better condition than they are at present, because they live too far away from the towns to attend the school.

THE powers that be, have decided that a man cannot teach in this State and hold the office of County Superintendent of Education. We presume this will throw this very important office back into the hands of third-grade lawyers, who have nothing to do but to sit around town and issue teachers' licenses and pay certificates, and of course draw their own salary. The salary paid is so small that first-grade teachers—those who know how to attend to the duties of the office—will not accept the office because they must make a living.

It seems that it would be better to let the teachers hold this position, even if they cannot devote all their time

to it; it is certainly more desirable to have some of the work properly done than to have the whole thrown into a muddle.

IDEAS of progress are rife in our grand old Southern State, and the practical education of the masses occupies no insignificant place.

Our people everywhere see the importance of preparing the rising generation for the responsible duties of the future. They see that light, rather than darkness is preferable, because it makes people better and shows them the path of duty and safety. R.

## RECENT LITERATURE.

ESTES & LAURIAT, Boston, are already in the field with their beautiful and unmistakable reminders that summer is gone, the harvests are gathered, the corn and the wine and the good cheer of "Thanksgiving" is upon us. Nay more, the "Holidays" are just over there—beyond—reminding us that we must be preparing for this season of "gifts," rest and recreation. What shall it be?

Well, to start with, we have that most delightful and charming book in its best dress, packed so full of illustrations that each succeeding page is more of a surprise than any other—"The Knock-about Club"—by Mr. Fred A. Ober, the author, who has made himself alike popular with old and young, both in the lecture field and in his remarkable books of travel. Having recently visited and lived in Spain, traveling throughout the country, he gives an excellent picture of Spain and the Spaniards told in his own inimitable style. His descriptions of Seville, the Guadalquivir, the palace of the Moors—the Alhambra—Madrid, bull fights, etc., will be eagerly read by thousands of young people already familiar with his books. The volume is printed on fine super-calendered paper, and its illustrations and binding make it just the book for the "gift" season, and one wishes this season would last all the year round.

Another volume from the same house, which will be read at all seasons with growing delight, is "The Earth's Return," by Owen Meredith. It is said this beautiful poem, which ranks next to the author's masterpiece "Lullaby," has been superbly set and illustrated by W. L. Taylor with Andrews for an engraver. The illustrations are of special value, from the fact that the publishers sent the artist direct to Normandy, where the scene is located, and the scenes are faithfully depicted instead of being created from the imagination of the artist. It is undoubtedly one of the most artistic holiday books which will be put on the market this season.

Estes & Lauriat never stop half way. Writers, artists, engravers, skill, capital, taste, experience—all combine to make each season in and of itself specially attractive to their ever-widening circle of customers and admirers. The old, middle-aged, the young, are all provided for.

Think of it! the cost of the stories and engravings in the "Little One's Annual" alone exceeds \$7,500. No Juvenile of its class in the world compares with it. It is a Kindergarten in itself. It is edited by Wm. T. Adams (Olive Optic), and is full of original stories and poems by the very best writers of Juvenile Literature. It is embellished with 370 entirely original illustrations drawn expressly for the work by the most celebrated book illustrators in America, and engraved on wood under the special supervision of Geo. T. Andrews.

Instead of the oftentimes mist of stories ill adapted to pictures, and vice versa, this volume represents the work of able and carefully trained editors, authors and artists.

The old people will "make merry" with the children all the long evenings of the winter,

with its zest, variety, beauty and instruction.

These, with Dickens' "Christmas Stories," ought to make the season a happy and joyous one.

HUBBARD BROS., Publishers, St. Louis and Chicago, give us a magnificent and sumptuous volume entitled "Living Leaders of the World"—and they are leaders too. Here you learn who are the living leaders of the world; the men and women of noble achievement; the hidden secret of their success; the way they trod.

Those who aspire to a useful, heroic, sublime life, will here find direction and inspiration.

The field of battle is not alone the field of glory: less and less so, thank God!

Fame's brightest halo crowns the brow of men in the marts of commerce, the arenas of statesmanship, in the advancement of science, the pulpit, the press, in the wards of the hospital, in the workshop of the inventor, and in the quiet, unobtrusive work of the teacher.

Here are over six hundred pages, with splendid illustrations from accurate photographs of persons and places. "Living Leaders of the World," should find a place in every home.

THE NATIONAL KINDERGARTEN MANUAL.—Mrs. Louise Pollock, Principal of the Washington Normal Kindergarten Institute, has conferred a favor on the educational interests of the country by writing this manual of 180 pages. Its object is to disseminate a knowledge of the Kindergarten philosophy.

In it are introduced some practical lessons and stories illustrating the proverbs and verses taught during conversational exercises.

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Mrs. Pollock is one of "the mothers in Israel" in Kindergarten work as well as in household economy, and her lectures on "Kindergarten in the Nursery," are the foundation upon which the whole system is built, and indispensable to the proper qualification of the Kindergarten teacher.

Published by DeWolfe, Fiske & Co., Boston.

Scribner's Monthly for November says, that "Goethe's library is fitted up with plain shelves, covered with books mostly in paper covers. For use flexible covers are greatly preferred.

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This is the 'Divine sense of right and wrong in man'; true reading of his position in this universe forevermore; the indisputable God's message still legible in every created heart, though speedily erased and painted over under 'articles,' and can't and empty ceremonials, in so many hearts, making the 'open secret' a very shut one indeed."



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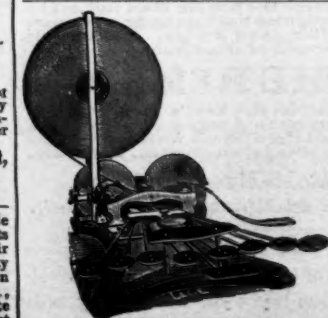
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